



Common Core State Standards Transition Road Map

The purpose of the Transition Road Map is to provide a comprehensive summary of actions and expectations for transitioning to the Common Core State Standards. More detailed information will be added as 2014-15 approaches.

2010-2011 School Year	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year
Assessment Pilot IREAD-3 & IREAD-K, 1, 2 ISTEP+ & End-of-Course assessments test Indiana Academic Standards ISTEP+ administration transitions to online	Standards & Curriculum Alignment			
	IAS & CCSS ELA Grades 1-10 IAS & CCSS Mathematical Practices & Essential CCSS Math Grades 1-12 CCSS Only ELA & Math Grade K IAS or CCSS ELA Grades 11-12 SS, Science, Technical Subjects Literacy Standards Grades 6-12	IAS & CCSS ELA Grades 2-10 IAS & CCSS Math Grades 2-12 CCSS Only ELA & Math Grades K-1 ELA Grades 11-12 SS, Science, Technical Subjects Literacy Standards Grades 6-12	IAS & CCSS ELA Grades 3-10 IAS & CCSS Math Grades 3-12 CCSS Only ELA & Math Grades K-2 ELA Grades 11-12 SS, Science, Technical Subjects Literacy Standards Grades 6-12	CCSS Only ELA All Grades Math All Grades SS, Science, Technical Subjects Literacy Standards Grades 6-12
	Administer IREAD			
	Pilot Common Core Assessment items			
				Administer Common Core PARCC Through-Course & End-of-Year assessment in Grades 3-11 online
Professional Development				
Building Awareness, Essential Conversations, & Available Resources				
Response to Instruction (RTI)				
	Become familiar with structure & content of CCSS Realign curriculum, instruction, resources, & assessments			
	Design high quality formative & summative assessments & learning experiences Analyze student achievement results & revise written curriculum Content depth in the standards rather than “covering” indicators			
Literacy				
	Elementary K-6 reading framework Study text complexity & reading measures & their implications for selecting instructional materials			
	5 SBRR components			
	Secondary Disciplinary Literacy Framework			
Math				
Analyze alignment of instructional materials to content & mathematical practice standards & create gap lessons & classroom assessments				
	Mathematical Practices & Task Analysis			
	Analyze CCSS & IAS Phase 2 Guidance			
	Discuss implications for instruction & assessment of content			
	Common Core Content Specific Seminars Application of mathematical tools & reasoning			



Updated 4/13/11

The purpose of the Detailed CCSS Transition Road Map is to provide a comprehensive summary of actions and expectations for transitioning to the Common Core State Standards. More detailed information will be added as 2014-15 approaches.

STANDARDS AND CURRICULUM ALIGNMENT	10-11	11-12	12-13	13-14	14-15
<ul style="list-style-type: none"> Science, Social Studies and Technical Subjects teachers will teach the Common Core State Literacy Standards with their Indiana Academic Standards (IAS) 	X	●————→			
<ul style="list-style-type: none"> ➤ CTE standards and curriculum frameworks revised and include CCSS literacy standards and sample lessons 					
<ul style="list-style-type: none"> Kindergarten ELA and math teach Common Core State Standards (CCSS) only 	X	●————→			
<ul style="list-style-type: none"> ➤ IDOE deconstructed standards and developed starting point for schools to create curriculum maps 					
<ul style="list-style-type: none"> Grade 1 and 11-12 for 1 year only and grades 3-10 ELA teach Essential* IAS and Essential CCSS 	X	●————●			
<ul style="list-style-type: none"> ➤ IDOE deconstructed standards and developed starting point for schools to create curriculum maps 					
<ul style="list-style-type: none"> Grade 1-12 math teach Essential IAS and CCSS Mathematical Practices and Essential CCSS Content 	X	●————●			
<ul style="list-style-type: none"> ➤ IDOE deconstructed standards and developed starting point for schools to create curriculum maps 					
<ul style="list-style-type: none"> Grade 2 for 1 year only and 3-12 math teach Essential IAS and Essential CCSS 		●————●			
<ul style="list-style-type: none"> ➤ IDOE deconstructed standards and developed starting point for schools to create curriculum maps 		X			
<ul style="list-style-type: none"> Grade 1 ELA and math and Grade 11 and 12 English teach Common Core State Standards only 		●————→			
<ul style="list-style-type: none"> ➤ IDOE developed starting point for schools to create curriculum maps 		X			
<ul style="list-style-type: none"> Grade 2 ELA and math teach Common Core State Standards only 		●————→			
<ul style="list-style-type: none"> ➤ IDOE developed starting point for schools to create curriculum maps 			X		
<ul style="list-style-type: none"> All ELA and math teach Common Core State Standards only 		●————→			
<ul style="list-style-type: none"> ➤ PARCC provided sequence for instruction and content framework for schools to create curriculum; model Common Core maps available 				X	
ASSESSMENT	10-11	11-12	12-13	13-14	14-15
ISTEP+ administration transitions to online	●————●				
ISTEP+ and End-of-Course assessments test Indiana Academic Standards	●————●				
Administer Common Core PARCC Through-Course and End-of-Year assessments in grades 3-11 online					●————→
Acuity assessments aligned to Indiana Academic Standards and some Essential CCSS		●————●			
Pilot IREAD-3 and IREAD-K, 1, 2	X				
Administer IREAD		●————→			
Pilot Common Core assessment items			●————●		

*Essential means what must be taught for students to be successful on ISTEP+ and future Common Core assessments.

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PROFESSIONAL DEVELOPMENT					
A. Building Awareness, Essential Conversations, and Available Resources	10-11	11-12	12-13	13-14	14-15
1. <i>Realign curriculum, instruction, resources, and assessments for upcoming year*</i>		●	→		
2. <i>Study and implement protocols for monitoring and adjusting the enacted curriculum*</i>		●	→		
3. <i>Analyze student achievement results and revise written curriculum*</i>		●	→		
4. Become familiar with structure and content of Common Core State Standards		●	●		
5. Understand connections and gaps between Indiana Academic Standards and Common Core standards		●	→		
6. Discuss implications for instruction and assessment		●	→		
7. Focus on content depth in the standards rather than “covering” indicators		●	→		
8. Use Response to Instruction (RtI) Guidance Document from IDOE using data to inform instruction • http://www.doe.in.gov/rti/docs/RtI_Guidance_Document.pdf	●	→			
9. Use instructional practice and create a learning community reflective of the Indiana Cultural Competency Resource and Guidance Document provided by IDOE • http://www.doe.in.gov/accreditation/docs/cultural_competency_guidance_and_resource_document.pdf		●	→		
10. Use constructivist approaches such as, inquiry-based learning, problem-based learning, project-based learning, and habits of mind in all grades		●	→		
11. Design high quality formative and summative assessments and plan/select rigorous learning experiences		●	→		
12. Training on how to access and integrate resources to support CCSS and develop information literacy skills • SAS, INSPIRE, teachingbooks.net, Illuminations, Thinkfinity, Exemplar Texts, PBS Teacher Online			●	→	
B. LITERACY	10-11	11-12	12-13	13-14	14-15
1. Elementary teachers study and implement the Indiana K-6 Reading Framework		●	→		
2. Elementary teachers complete online modules on 5 SBRR components		●	→		
3. Elementary teachers participate in workshops on Indiana K-6 Reading Framework		●	→		
4. All teachers study text complexity and reading measures and their implications for selecting instructional materials		●	→		
5. Science, Social Studies and Technical Subjects teachers study literacy standards and redesign lessons		●	→		
6. Secondary teachers study and implement the Disciplinary Literacy Framework		●	→		

**Until a high-quality, common curriculum (guaranteed) has been developed, implemented by all teachers, monitored by administrators/teacher leaders for implementation fidelity, assessed with common assessments aligned to the rigor of the curriculum, and adjusted based on those results, additional professional development, workshops, trainings, conferences, or book studies, should wait. We must first focus on our highest priority, a high-quality, guaranteed and viable curriculum.*

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C. MATH	10-11	11-12	12-13	13-14	14-15
1. Analyze alignment of instructional materials to standards and mathematical practices and create gap lessons		● →	→	→	→
2. Discuss implications for instruction and assessment of Mathematical Practices		● →			
3. Mathematical Practices and Task Analysis webinars		● →	→		
4. Mathematical Practices and Task Analysis seminars		● →	→		
5. Analyze CCSS and IAS Phase 2 Guidance		● →	→		
6. Discuss implications for instruction and assessment of content		● →	→		
7. Common Core Content Specific seminars			● →	→	→
8. Common Core Content Specific webinars			● →	→	→
9. Application of mathematical tools and reasoning			● →	→	→